MISSISSIPPI TEACHER APPRAISAL INSTRUMENT – ASSESSMENT MATRIX

	Standards	Self-Assessment	Artifacts Review	Pre/Post-Observation Conference	Classroom Observation	Peer Survey	Student Survey
PLANNING	1. Plans lessons that demonstrate knowledge of content and pedagogy		X	X			
	2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs		X	X			
	3. Selects instructional goals that incorporate higher-level learning for all students		X	X			
	4. Plans units of instruction that align with Mississippi's state content standards, or when applicable, the Common Core State Standards		X	X			
Assessment	5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons/instruction as necessary		X	X			
	6. Incorporates assessments into instructional planning that demonstrate high expectations for all students		X	X			
INSTRUCTION	7. Demonstrates deep knowledge of content during instruction				X		
	8. Actively engages students in the learning process				X		
	9. Uses questioning and discussion techniques to promote higher order thinking skills				X		
	10. Brings multiple perspectives to the delivery of content				X		X
	11. Communicates clearly and effectively				X		
LEARNING ENVIRONMENT	12. Manages classroom space and resources effectively for student learning		X				X
	13. Creates and maintains a climate of safety, respect, and support for all students		X		X		X
	14. Maximizes time available for instruction				X		X
	15. Establishes and maintains a culture of learning to high expectations		X		X		X
	16. Manages student behavior to provide productive learning opportunities for all students		X		X		X
PROFESSIONAL RESPONSIBILITIES	17. Engages in continuous professional development and applies new information learned in the classroom	X	X				
	18. Demonstrates professionalism and high ethical standards/acts in alignment with Mississippi Code of Ethics	X	X		X	X	
	19. Establishes and maintains effective communication with families	X	X				
	20. Collaborates with colleagues and is an active member of a professional learning community in the school	X	X			X	

Mississippi Teacher Appraisal instrument
Draft Rubric

	1. PLANNING			
	1. Plans lessons that demonstrate knowledge of content and pedagogy			
	Distinguished	Effective	Emerging	Unsatisfactory
1. PLANNING	Lesson plans: • include all of the necessary content and connect it across disciplines with connections that are consistently clear, meaningful, and relevant to students' lives. • demonstrate appropriate sequencing of learning experiences and provide multiple and varied ways to demonstrate knowledge and skill. • demonstrate collaboration with specialized professionals[1] in making the appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners	Lesson plans: • include nearly all of the necessary content and connect it across disciplines; however, connections are not consistently clear, meaningful, or relevant to students' lives. • demonstrate appropriate sequencing of learning experiences and provide several ways to demonstrate knowledge and skills • demonstrate appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners, but does not demonstrate collaboration with specialized professionals	Lesson plans: • include only part of the necessary content and/or do not connect it across disciplines. • demonstrate inconsistent sequencing of learning experiences or provide limited ways to demonstrate knowledge and skill. • Inconsistently demonstrate appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners; does not demonstrate collaboration with specialized professionals.	Lesson plans: • do not include the necessary content and do not connect it across disciplines. • do not or rarely demonstrate appropriate sequencing of learning experiences or provide ways to demonstrate knowledge and skill. • do not or rarely demonstrate appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners; and do not demonstrate collaboration with specialized professionals.

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[1] (e.g., special educators, related service providers, language learning specialists, librarians, media specialists)

	2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.			
	Distinguished	Effective	Emerging	Unsatisfactory
1. PLANNING	Teacher: • consistently and appropriately uses multiple and varied data sources (formal and informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class. • consistently and effectively incorporates the classes' questions and interests by collaborating with students to design and implement relevant learning experiences while leveraging family and community resources in the process. • consistently and appropriately designs instruction to build on the classes' prior knowledge, experience, and/or cultural background; allows learners to accelerate as they demonstrate their understanding.	Teacher: • consistently and appropriately uses data (formal and informal) about prior experiences, language proficiencies, achievement levels, and special needs of the class. • consistently and effectively incorporates the classes' questions and interests by collaborating with students to design and implement relevant learning experiences. • consistently and appropriately designs instruction to build on the classes' prior knowledge, experience, and/or cultural background; inconsistently allows learners to accelerate as they demonstrate their understanding.	Teacher: • sporadically or inappropriately uses data (formal and informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class. • sporadically and/or ineffectively incorporates the classes' questions and interests by collaborating with students to design and implement relevant learning experiences. • sporadically or inappropriately designs instruction to build on the classes' prior knowledge, experience, and/or cultural background; does not allow learners to accelerate as they demonstrate their understanding.	Teacher: • does not use data (formal or informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class. • does not or rarely incorporates the classes' questions and interests by collaborating with students to design and implement relevant learning experiences. • does not or rarely designs instruction to build on the classes' prior knowledge, experience, and/or cultural background; does not allow learners to accelerate as they demonstrate their understanding.

	3. Selects instructional goals that incorporate higher-level learning for all students			
	Distinguished	Effective	Emerging	Unsatisfactory
1. PLANNING	Lesson plans: • include instructional goals that incorporate higher-level learning for all students and are connected to previous units and content. • include instructional goals that are specific, measurable, time-bound, and appropriate for all students. • demonstrate that the teacher analyzes multiple and appropriate data sources[2] to determine students' skill levels and considers those levels when selecting instructional goals and strategies. • include instructional goals that fully align with state content standards, or when applicable, the CCSS, and culminate in a performance task(s)	Lesson plans: • include instructional goals that incorporate higher-level learning for all students. • include instructional goals appropriate for all students, but goals are not specific, measureable, or time-bound. • demonstrate that teacher considers students' individual skill levels when selecting instructional goals and strategies. • include instructional goals that fully align with state content standards, or when applicable, the CCSS, but do not culminate in a performance task(s).	Lesson plans: • include instructional goals that incorporate higher-level learning for most students. • include instructional goals, but goals are not appropriate for all students. • inconsistently demonstrate that teacher consider students' individual skill levels when selecting instructional goals and strategies. • include instructional goals that only partially align with state content standards, or when applicable, the CCSS.	Lesson plans: • do not include instructional goals that incorporate higher-level learning for all students. • do not include instructional goals appropriate for all students. • do not demonstrate that teacher considers students' individual skill levels when selecting instructional goals and strategies. • do not include instructional goals that align with state content standards, or when applicable, the CCSS.

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[2] (e.g., formal and informal assessments, pre-assessments, classroom questions and behavior, etc.)

	4. Plans units of instruction that align with Mississippi Curriculum Framework (MCF), or when applicable, the Common Core State Standards (CCSS)			
	Distinguished	Effective	Emerging	Unsatisfactory
1. PLANNING	Lesson plans: • include all the knowledge and skills necessary for expected student performance specified in the Mississippi Curriculum Framework (MCF), or when applicable, the CCSS. • regularly include multiple and varied opportunities for all students to solve problems, manage themselves, analyze, create, and critique content, work in teams, or communicate with each other. • include student activities and tasks that align fully and clearly to the appropriate expectations and are rigorous and relevant.	Lesson plans: • include most of the knowledge and skills necessary for expected student performance specified in the Mississippi Curriculum Framework (MCF), or when applicable, the CCSS. • regularly include opportunities for most students to solve problems, manage themselves, analyze, create, and critique content, work in teams, or communicate with each other. • include student activities and tasks that align, but not fully or clearly, to the appropriate expectations, but are rigorous and relevant.	Lesson plans: • include only part of the knowledge and skills necessary for expected student performance specified in the Mississippi Curriculum Framework (MCF), or when applicable, the CCSS. • inconsistently include opportunities for students to solve problems, manage themselves, analyze, create, and critique content, work in teams, or communicate with each other. • include student activities and tasks that vaguely align to the appropriate expectations and are only partially rigorous and relevant.	Lesson plans: • do not include knowledge and skills necessary for expected student performance specified in the Mississippi Curriculum Framework (MCF), or when applicable, the CCSS. • rarely or does not include opportunities for the students to solve problems, manage themselves, analyze, create, and critique content, work in teams, or communicate with each other. • do not include or rarely include student activities and tasks that align to the appropriate expectations or are rigorous and relevant.

	2. ASSESSMENT			
	5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons/instruction as necessary			
	Distinguished	Effective	Emerging	Unsatisfactory
2. ASSESSMENT	Teacher: • works independently and collaboratively to appropriately use assessment results to adjust individual or whole-class instructional strategies • maintains accurate and complete records of student work and performance that demonstrate student progress consistently • consistently provides clear and actionable feedback to enable students to improve their performance	Teacher: • appropriately uses assessment results to adjust individual or whole-class instructional strategies. • maintains accurate and complete records of student work and performance • provides clear and actionable feedback to students to enable them to improve their performance.	Teacher: • ineffectively or inaccurately uses assessment results to adjust individual or whole-class instructional strategies. • maintains limited or inaccurate records of student work and performance (e.g. summative information only) • provides students with minimal or only summative feedback on their performance.	Teacher: • does not or rarely uses assessment results to adjust individual or whole-class instructional strategies. • does not maintain accurate records of student work and performance • does not or rarely provides students with feedback on their performance.

	6. Incorporates assessments into instructional planning that demonstrate high expectations for all students.			
	Distinguished	Effective	Emerging	Unsatisfactory
2. ASSESSMENT	Teacher: ● develops or selects appropriate assessments and balances the use of formative, summative, and pre- assessments to support and verify learning to high expectations; continually seeks appropriate ways to employ technology to support assessment practice. ● uses assessments that fully and clearly align with the MCF or CCSS's framework (when applicable) and are rigorous and relevant.	Teacher: ● develops or selects appropriate assessments and balances the use of formative, summative, and pre- assessments to support and verify learning to high expectations; occasionally seeks appropriate ways to employ technology to support assessment practice. ● uses assessments that align with the MCF or CCSS (when applicable) and are rigorous and relevant.	Teacher: ● develops or selects a limited variety of appropriate assessments and inappropriately combines formative, summative, and pre- assessments to support and verify learning to high expectations. ● uses assessments that partially align with the MCF or CCSS (when applicable), but may not be rigorous or relevant.	Teacher: ● develops or selects a limited variety of appropriate assessments and ineffectively combines formative, summative, and pre- assessments to support and verify learning to high expectations. . ● does not use assessments that align with the MCF or CCSS (when applicable) or are not rigorous and relevant.

	3. INSTRUCTION			
	7. Demonstrates deep knowledge of content during instruction			
	Distinguished	Effective	Emerging	Unsatisfactory
3. INSTRUCTION	Teacher: • uses multiple representations and explanations that capture key ideas in the discipline and promote each student's achievement of content standards by consistently anticipating common misconceptions in learning the discipline. • stimulates class reflection on prior content knowledge, links new concepts to familiar concepts, and makes clear and relevant connections to the students' experiences through real-life applications and tasks. • assists students in developing a deep understanding by engaging students in connecting the content to other appropriate subject areas and applying content to solving timely, real-world problems.	Teacher: • uses multiple representations and explanations that capture key ideas in the discipline and promote each student's achievement of content standards by sometimes anticipating common misconceptions in learning the discipline. • relates content to classes' prior content knowledge, links new concepts to familiar concepts, and makes appropriate connections to the students' experiences. • connects the content to other appropriate subject area(s) and connections are generally effective and clear	Teacher: • uses limited or insufficient representations and explanations that capture key ideas in the discipline; does not promote each student's achievement of content standards by anticipating common misconceptions in learning the discipline. • Inconsistently or ineffectively relates content to classes' prior content knowledge, links new concepts to familiar concepts, and makes appropriate connections to the students' experiences. • connects the content to other subject areas but connections are ineffective or unclear.	Teacher: • does not or rarely uses representations and explanations that capture key ideas in the discipline; does not promote each student's achievement of content standards by anticipating common misconceptions in learning the discipline. • does not or rarely relates content to classes' prior content knowledge, links new concepts to familiar concepts, or makes appropriate connections to the students' experiences. • does not connect the content to other subject areas.

	8. Actively engages students in the learning process			
	Distinguished	Effective	Emerging	Unsatisfactory
3. INSTRUCTION	Teacher: • uses a variety of instructional strategies and resources that are appropriate for all students' skill levels and learning styles. • links content with student interests through clear, meaningful connections by consistently incorporating students' questions and ideas (when appropriate). • regularly engages all students in active learning by providing multiple opportunities to solve problems, manage themselves, analyze, create, or critique content, communicate with each other, and work in teams. • engages the class in using a wide range of learning skills and diverse technology tools to access, interpret, and apply information.	Teacher: • uses a variety of instructional strategies and resources that are appropriate to most students' skill levels and learning styles. • links content with student interests through clear and meaningful connections by occasionally incorporating students' questions and ideas (when appropriate). • engages most students in active learning by providing multiple opportunities to solve problems, manage themselves, analyze, create, or critique content, communicate with each other, and work in teams. • engages the class in using appropriate learning skills and technology tools to access, interpret, and apply information.	Teacher: • uses a variety of instructional strategies and resources, but strategies are sometimes inappropriate for most students' skill levels or learning styles. • links content with student interests, but connections are occasionally unclear or ineffective. • engages some students in active learning by providing a few opportunities to solve problems, manage themselves, analyze, create, or critique content, communicate with each other, and work in teams. • inconsistently engages the class in using appropriate learning skills and technology tools to access, interpret, and apply information.	Teacher: • uses a single instructional strategy or resource that is consistently inappropriate for most students' skill levels or learning styles. • does not link content with student interests. • does not or rarely engages all students in active learning by providing opportunities to solve problems, manage themselves, analyze, create, or critique content, communicate with each other, and work in teams. • does not engage the class in using appropriate learning skills and technology tools to access, interpret, and apply information.

9. Uses questioning and discussion techniques to promote higher order thinking skills			
Distinguished	Effective	Emerging	Unsatisfactory
Teacher: • uses questions to check for understanding of content and skillfully corrects all student misunderstandings at appropriate times, and effectively adapts instruction. • Uses questions, coaching, and feedback that elicit extensive participation and discussion; questions require higher order thinking and are timed appropriately throughout the lesson. • responds to students' correct answers by probing for higher-level understanding each time. • uses questions to help students make connections to other students' comments and does so at appropriate times and probes to encourage further discussion.	Teacher: • uses questions to check for understanding of content, adequately corrects most student misunderstandings at appropriate times, and adapts instruction when needed. • uses questions, coaching, and feedback that elicit good participation and discussion; questions require higher order thinking skills, but are not timed appropriately • responds to students' correct answers by probing for higher-level understanding more than half of the time. • uses questions to help students make connections to other students' comments and does so at appropriate times, but may not probe to encourage further discussion.	Teacher: • uses questions to check for understanding of content, but sometimes inadequately corrects student misunderstandings or does so at inappropriate times; is ineffective at adapting instruction. • uses questions, coaching, and feedback that elicit good participation and discussion; but most questions require only lower order thinking skills and are not timed appropriately. • responds to students' correct answers by probing for higher-level understanding less than half of the time. • uses questions to help students make connections to other students' comments, but may do so at inappropriate times or may not probe to encourage further discussion.	Teacher: • does not use questions to check for understanding of content or does not respond or adapt instruction to student misunderstandings. • uses questions, coaching, and feedback that elicit limited student participation and lead to recitation of information rather than discussion. • does not respond to students' correct answers by probing for higher-level understanding. • does not use questions to help students make connections to other students' comments.

3. INSTRUCTION

10. Brings multiple perspectives to the delivery of content			
Distinguished	Effective	Emerging	Unsatisfactory
Teacher: • consistently and clearly connects instruction with the classes' prior knowledge and daily lives, as well as aspects of their community and life experiences • uses relevant and timely examples in instruction and activities that reflect the cultural diversity of the class and diverse social and cultural perspectives. • regularly uses instructional strategies and activities that help all students develop multiple perspectives to analyze, synthesize, and evaluate content and to expand their understanding of local and global issues by creating novel approaches to solving problems.	Teacher: • connects instruction with the classes' prior knowledge and daily lives, as well as aspects of their community and life experiences • uses examples in instruction and activities that reflect the cultural diversity of the class and diverse social and cultural perspectives. • uses instructional strategies and activities that help most students develop multiple perspectives to analyze, synthesize, and evaluate content and to expand their understanding local and global issues.	Teacher: • inconsistently or unclearly connects instruction with classes' prior knowledge and daily lives, as well as aspects of their community and life experiences. • uses examples in instruction and activities that reflect the cultural diversity of the class, but do not include diverse social and cultural perspectives. • occasionally or ineffectively uses instructional strategies and activities that help most students develop multiple perspectives to analyze, synthesize, and to evaluate content and expand their understanding local and global issues.	Teacher: • does not or rarely connects instruction with the classes' prior knowledge and daily lives, as well as aspects of their community and life experiences. • does not or rarely uses examples in instruction and activities that reflect the cultural diversity of the class and do not include diverse social and cultural perspectives. • does not or rarely uses instructional strategies or activities that help students to develop multiple perspectives to analyze, synthesize, and evaluate content and to expand their understanding local and global issues.

3. INSTRUCTION

	11. Communicates clearly and effectively			
	Distinguished	Effective	Emerging	Unsatisfactory
3. INSTRUCTION	Teacher: • communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely throughout the lesson and adapts communication style in response to student behavior. • speaks clearly and at an appropriate pace; successfully facilitates student discussion. • consistently makes eye contact with students, regularly uses non-verbal communication to reinforce appropriate student behavior, and adapts non-verbal behavior to meet each individual student's needs. • uses developmentally appropriate language and explanations and adapts communication style as needed.	Teacher: • communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely throughout the lesson. • speaks clearly and at an appropriate pace but occasionally monopolizes the discussion when facilitating student discussion. • consistently makes eye contact with students and regularly uses non-verbal communication to reinforce appropriate student behavior. • uses developmentally appropriate language and explanations, but may not adapt his or her communication style as needed.	Teacher: • communicates written and oral content, expectations directions, and procedures, but occasionally lacks clarity or effective organization. • speaks clearly, but may not use appropriate pacing, and/or dominates the discussion when facilitating student discussion. • regularly makes eye contact with students, but only occasionally uses non-verbal communication to reinforce. appropriate student behavior. • sometimes uses language or explanations that are developmentally inappropriate.	Teacher: • does not communicate written and oral content, expectations, explanations, directions, and procedures in a clear and organized manner. • does not speak clearly or at an appropriate pace and dominates the discussion when facilitating student discussion. • rarely makes eye contact with students or uses non-verbal communication to reinforce appropriate student behavior. • consistently uses developmentally inappropriate language.

	4. LEARNING ENVIRONMENT			
	12. Manages available classroom space and resources effectively for student learning			
	Distinguished	Effective	Emerging	Unsatisfactory
4. LEARNING ENVIRONMENT	Teacher: • organizes and uses available physical space, materials, and resources to facilitate movement and communication for all students and staff. • provides spaces appropriate to all individual student needs and planned activities. • collaborates with colleagues to use supplementary resources and technology effectively and ensures all students have access, support, and time to use classroom and school resources.	Teacher: • organizes and uses available physical space, materials and resources to facilitate movement and communication for most students and staff. • provides spaces appropriate to most individual student needs and planned activities. • uses supplementary resources and technology effectively and ensures all students have access, support, and time to use classroom and school resources.	Teacher: • organizes and uses available physical space, materials, and resources in a reasonable manner; however, the arrangement impedes movement and communication for students and staff. • provides spaces appropriate to some student needs or planned learning activities • inconsistently or ineffectively uses supplementary resources and technology and not all students have access, support, and time to use classroom and school resources.	Teacher: • does not organize and use the available physical space, materials, and resources in a reasonable manner and the arrangement impedes movement and communication for students and staff. • does not provide space appropriate to individual student needs or planned activities. • does not use supplementary resources and technology effectively and students do not have access, support, or time to use classroom and school resources.

	13. Creates and maintains a climate of safety, respect, and support for all students			
	Distinguished	Effective	Emerging	Unsatisfactory
4. LEARNING ENVIRONMENT	Teacher: ● treats all students with respect, has a strong, nurturing relationship with each student, and proactively facilitates respectful and encouraging relationships among students. ● facilitates student collaboration by encouraging students to recognize and celebrate the diverse experiences and achievements of groups and individual students. ● ensures the classroom is a safe place for all students to voice their thoughts and opinions, and when possible, engages students in monitoring and enforcing classroom rules on speech and conduct.	Teacher: ● treats all students with respect and has a strong, nurturing relationship with each student. ● cultivates a climate of inclusion by building on the diverse experiences of students and by celebrating the achievements of groups and individual students. ● ensures the classroom is a safe place for all students to voice their thoughts and opinions.	Teacher: ● treats all students with respect and establishes rapport with each student. ● overlooks opportunities to draw on the diverse experiences of students or celebrate the achievements of groups or individual students. ● inconsistently ensures the classroom is a safe place for all students to voice their thoughts and opinions	Teacher: ● does not treat all students with respect and has poor relationships with some students; uses derogatory statements about students' identities, cultures, or backgrounds. ● disregards the diverse experiences of students and the achievements of groups or individual students. ● does not ensure the classroom is a safe place for all students to voice their thoughts and opinions

4. LEARNING ENVIRONMENT	14. Maximizes time available for instruction			
	Distinguished	Effective	Emerging	Unsatisfactory
	Teacher: ● Begins class on time, establishes and follows procedures consistently, transitions smoothly between tasks, handles disruptions efficiently, discourages digressions and uses appropriate pacing; and when appropriate, involves students in developing and managing classroom procedures.	Teacher: ● Begins class on time, establishes and follows procedures consistently, transitions smoothly between tasks, handles disruptions efficiently, discourages digressions, and uses appropriate pacing.	Teacher: ● Begins class at irregular times, establishes procedures but these are not followed consistently, does not transition smoothly between tasks, disruptions are addressed but in an inefficient manner, and appropriate pacing methods are not used.	Teacher: ● Begins class late, does not establish clear procedures, does not transition smoothly between tasks, allows disruptions to continue unaddressed, and appropriate pacing methods are not used.

	15. Establishes and maintains a culture of learning to high expectations			
	Distinguished	Effective	Emerging	Unsatisfactory
4. LEARNING ENVIRONMENT	Teacher: • clearly and consistently communicates instructional goals to students, has high expectations for students of all levels, and encourages student participation when revising or establishing goals (if applicable). • consistently holds all students accountable for meeting instructional goals and revises appropriately when these goals need to change.	Teacher: • clearly and consistently communicates instructional goals to students and has high expectations for students of all levels. • consistently holds all students accountable for meeting instructional goals.	Teacher: • does not clearly or consistently communicate instructional goals to students, but has high expectations for students of all levels. • holds most students accountable for meeting instructional goals, but could be more consistent with the entire class.	Teacher: • does not clearly or consistently communicate instructional goals to students and has modest or inconsistent expectations of students. • does not hold all students accountable for meeting instructional goals.

16. Manages student behavior to provide productive learning opportunities for all students			
Distinguished	Effective	Emerging	Unsatisfactory
Teacher: • establishes, communicates, and reinforces classroom rules and expectations, ensures that students understand the rules, and when appropriate, involves students in the creation and monitoring of classroom rules and expectations. • monitors student behavior, anticipates potential problems, and prevents inappropriate behaviors from occurring by proactively reinforcing procedures.	Teacher: • establishes, communicates, and reinforces classroom rules and expectations, and ensures that students understand the rules. • monitors student behavior and responds consistently to inappropriate behavior, but may not anticipate potential problems.	Teacher: • establishes and communicates classroom rules and expectations but overlooks opportunities to reinforce them. • monitors student behavior but may not anticipate problems and occasionally responds inconsistently to inappropriate behavior.	Teacher: • does not establish and communicate classroom rules and expectations. • does not monitor student behavior or anticipate problems and/or responds to inappropriate behavior in an inconsistent manner.

4. LEARNING ENVIRONMENT

	5. PROFESSIONAL RESPONSIBILITIES			
	17. Engages in continuous professional development and applies new information learned in the classroom			
	Distinguished	Effective	Emerging	Unsatisfactory
5. PROFESSIONAL RESPONSIBILITIES	Teacher: • proactively seeks out and participates in professional development and makes a substantial contribution to the profession through activities such as action research and coaching (formally or informally) other teachers. • applies lessons learned from professional development to benefit students, fully integrates the new material into lesson plans, instructional strategies, or classroom procedures, and shares new information/lessons learned with colleagues. • coaches and/or collaborates with other colleagues in developing a personal plan for continuous improvement with priorities consistent with district goals and based on analysis of student assessment results and annual performance appraisal.	Teacher: • proactively seeks out and participates in professional development activities. • applies lessons learned from professional development to benefit students and fully integrates the new information into lesson plans, instructional strategies, or classroom procedures. • proactively develops and maintains a personal plan for continuous improvement with priorities consistent with district goals, based on analysis of student assessment results and annual performance appraisal.	Teacher: • participates only in professional development activities that are convenient. • applies lessons learned from professional development to benefit students, but does not fully integrate the new information into lesson plans, instructional strategies, or classroom procedures. • has a personal plan for continuous improvement but it is not maintained; priorities may not be consistent with district goals, or are not based on analysis of student assessment results or annual performance appraisal.	Teacher: • participates only in professional development activities that are required. • does not apply lessons learned from professional development to benefit students. • does not have a personal plan for continuous improvement.

	18. Demonstrates professionalism and high ethical standards/acts in alignment with Mississippi Code of Ethics			
	Distinguished	Effective	Emerging	Unsatisfactory
5. PROFESSIONAL RESPONSIBILITIES	Teacher: • is familiar with Mississippi Code of Ethics and collaborates with colleagues to advocate, model, and teach safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. • Leads and/or collaborates with colleagues to ensure full compliance with school and district regulations and timelines by encouraging others do the same.	Teacher: • is familiar with Mississippi Code of Ethics and advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. • complies fully with school and district regulations and timelines.	Teacher: • is familiar with Mississippi Code of Ethics and engages in safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in the use of social media. • complies minimally with school and district regulations and timelines.	Teacher: • is unfamiliar with Mississippi Code of Ethics and does not engage in safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in the use of social media. . • does not comply with school and district regulations and timelines.

	19. Establishes and maintains effective communication with families			
	Distinguished	Effective	Emerging	Unsatisfactory
5. PROFESSIONAL RESPONSIBILITIES	Teacher: ● provides clear, understandable information to families on student progress and activities on a regular and consistent basis throughout the school year and encourages student participation in communicating with families. ● consistently engages families in the instructional program and class activities; incorporates student and family feedback in instructional content and activities when appropriate and reasonable. ● attempts to work collaboratively with students and their families to establish mutual expectations to support student development and achievement.	Teacher: ● provides clear, understandable information to families on student progress and activities on a regular and consistent basis throughout the school year. ● consistently engages families in the instructional program and class activities. ● engages in ongoing communication with students' families to establish expectations to support student development and achievement.	Teacher: ● provides information to families on student progress and activities; however, communication is sporadic, incomplete, or unclear. ● sporadically engages some families in the instructional program or class activities. ● sporadically engages in communication with students' families to establish expectations to support student development and achievement.	Teacher: ● provides little or no information to families on student progress and activities. ● makes no attempt to engage families in the instructional program or class activities. ● Makes no attempt to engage in communication with students' families to establish expectations to support student development and achievement.

	20. Collaborates with colleagues and is an active member of a professional learning community in the school			
	Distinguished	Effective	Emerging	Unsatisfactory
5. PROFESSIONAL RESPONSIBILITIES	Teacher: • assumes a leadership or supporting role within the professional learning community and for school and district events and projects. • serves as a leader by encouraging others to collaborate and addresses most requests made by peers in a timely and productive fashion. • leads or supports professional colleagues in creating opportunities to reflect, problem-solve, and share new ideas and experiences; seeks and gives feedback to improve student performance and teaching practices. • leads or collaborates in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress towards those goals.	Teacher: • actively participates in the professional learning community and in school and district events and projects. • actively identifies opportunities to collaborate with others and addresses most requests made by peers in a timely and productive fashion. • actively collaborates with professional colleagues to create opportunities to reflect, problem-solve, and share new ideas and experiences; seeks and gives feedback to improve student performance and teaching practices. • contributes to in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress towards those goals.	Teacher: • participates, when asked, in the professional learning community and in school and district events and projects. • makes some effort to collaborate with colleagues and addresses most requests made by colleagues in a timely and productive fashion. • makes some effort to collaborate with professional colleagues when opportunities arise to reflect, problem-solve, and share new ideas and experiences; seeks and gives feedback to improve student performance and teaching practices • sporadically contributes to the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress towards those goals.	Teacher: • avoids participating in the professional learning community or in school and district events and projects. • avoids working with others that he or she disagrees with, and disregards requests made by colleagues. • does not collaborate with professional colleagues when opportunities arise to reflect, problem-solve, or share new ideas and experiences; does not seek or give feedback to improve student performance and teaching practices • does not contribute to the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress towards those goals.

Description of Appraisal Approaches

Artifacts Review

The Artifacts Review will consist of a structured evaluation of a teacher's portfolio. Examples of work that may be evaluated include lesson plans and assessments. The guidelines will suggest that two raters review the teacher's work. These raters should either be an administrator or a peer. For feasibility purposes, ratings can be completed in conjunction with Classroom Observations.

Pre/Post-Observation Conference

The Pre/Post-observation Conference will consist of two scheduled meetings between a rater and the teacher. The pre-conference meeting will take place prior to the rater's observation of the teacher's classroom performance. The guidelines will provide raters with a semi-structured protocol to use during the pre-conference. The pre-conference will provide questions that focus on a teacher's performance associated with Planning and Assessment. It will also provide the teacher with the opportunity to identify specific considerations for their classroom. The protocol for the post-conference will provide the evaluator with questions to facilitate the feedback process. The post-conference will emphasize formative evaluation and provide suggestions for development activities to improve a teacher's performance.

Classroom Observation

The Classroom Observation will consist of a structured evaluation of a teacher's performance in a classroom environment. Ratings will be provided by two different raters on two separate occasions. Each teacher will be evaluated by both an administrator and a peer. Raters will observe a teacher's performance and record their observations using a modified scripting approach. Raters will be trained in how to complete this type of scripting. After the observation, raters will review their notes and provide ratings using a 4-point rating scale. Raters will also provide rationales that cite specific instances of behavior for each rating.

Self-Assessment

The Self-assessment will consist of a series of closed-ended questions that pertain to a teacher's professional responsibilities. Teachers will evaluate their level of performance using a 4-point rating scale. Teachers will also be provided the opportunity to reflect on their performance using open-response questions.

Student/Peer Surveys

Student and Peer Surveys will be conducted to gather additional information on teacher's performance. The student survey will consist of a series of closed-ended questions that assess a teacher's performance on the standards within the Instruction domain. Peer surveys will also consist of closed-ended questions, but will evaluate the standards within the Professional Responsibilities domain.